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HISTORY IN THE JUNIOR HIGH SCHOOL

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It seems that the junior high school has come to stay. Its rapid growth during the past few years is but one of a number of evidences of dissatisfaction with the present organization of the elementary and high-school grades. Since the movement is yet in its infancy, one cannot tell just what the end will be. As now organized the so-called junior high school, in some places at least, is nothing more than an administrative device which has been forced upon school authorities as a means of relieving congestion somewhere in their school systems. In such instances few or no changes have been made in the course of study proper. However, there are a few places in which such a school has been organized not only as an administrative device but also as an institution to meet the educational needs and capacities of a certain group of adolescent boys and girls. These schools have actually reorganized their courses of study. They have not only added new subjects, but have overhauled the old ones, casting out the rubbish and adding more vitalizing materials.

Actual reforms, both in the selection of material and methods of teaching some of the traditional subjects, are quite essential in this new type of school, if it is to deserve its appellation. In order to find out what has been done with one of these traditional subjects in this new type of school, a letter of inquiry was addressed to sixty-eight superintendents of cities listed as having junior high schools. This list was made up for the school year 1913-14, and was included in the *Report of the Commissioner of Education* for the year ending June 30, 1914. There are, of course, many junior high schools that have come into existence since the report was made. In fact, to keep up to date the statistics on an institution growing as rapidly as this one would require investigations much oftener than they are usually made.

The letter of inquiry was concerned with history only. Since replies were received from all but eight of those cities to which they were sent, one is able to speak with some degree of certainty of the organization of history teaching in a small number of junior high schools. It should be said, however, that certain cities credited by the Commissioner's *Report* with having a junior high school in 1914 have no such institution even in 1916. Superintendents of these cities were unable to explain why they should be credited with having such a school. In other cities the organization is so new and tentative that the authorities are unwilling to give out information regarding it. At this time, in fact, it should be said that the whole movement is so new in this country that the number of superintendents who are satisfied with the organization as it now exists is quite small.

On the whole, the returns from cities with one or more junior high-school organizations in actual operation show that little progress has been made in the reorganization of the course of study in history and civics. The history formerly taught in Grades VII, VIII, and IX is the history usually found in this newly organized institution. It is a well-known fact that the typical history course in the two upper elementary grades as they are now organized consists of the history of the United States—the seventh grade covering the period to about 1789, and the eighth grade the period from that date to the present, with but little emphasis on the period since 1865. Since the epoch-making report of the Committee of Seven was published, ancient history has been quite extensively taught in the first year of high school. The following tabular view of history teaching as it is now organized in a number of junior high schools in this country will show to what extent the traditional organization prevails.

Certain observations in the tabulation shown on p. 494 seem worth commenting on. In the first place, one must recognize the fact that such an exhibition of the history work done in the junior high schools included in the table by no means portrays the actual materials presented or the methods of teaching them. One must see the courses outlined in some detail before one has an adequate basis for judging their real merits or demerits. However, such a

presentation does reveal general tendencies. A few hopeful cases are shown to exist in the present desert of chronological, textbook, traditional, and formalized history. For example, the history courses for the junior high schools in Columbus, Ohio, show signs of an effort at actual reorganization. Lincoln, Nebraska, Berkeley, California, and Goldfield, Iowa, have programs which also depart from the traditional history and civics courses found in most of the other cities. Crookston, Minnesota, is an example of a city attempting to adjust the history work to the vocational needs of the pupils. Decatur, Illinois, adjusts the work to the capacities of the pupils by offering a course for the more capable, the less capable, and the average. This fact could not be indicated in the table.

The writer was not at all surprised to find the prevalence of courses in United States history in grades VII and VIII and of courses in ancient history in grade IX. The chief reason for the situation is a historical one. It is simply that we got started in that direction and have not yet, in the new order of things brought upon us by the advent of this new type of school, stopped long enough to ask why. While it is true that the Committee of Eight recommended United States history in the two upper grades of the elementary school, one must keep the fact in mind that this committee constructed a course on the basis of an eight-year unit rather than of a six-year unit. Now, if we are to adopt a three-unit course in the place of a two-unit course, we must construct a history program based on the three-unit idea. We must have a unit course for the first six grades; a course which all must take and which must at the same time be worth taking even if the pupil never goes on to the junior high school. It must also offer the best preparation for the courses for the following years, if the student decides to continue his education into these grades. Such a principle when put into actual practice will demand a somewhat different course in history from the one proposed by the Committee of Eight.

Another observation which is worth pointing out from the facts exhibited by the tabulation is the lack of uniformity in the matter of the grades composing the junior high school. The following

TABULAR VIEW OF HISTORY STUDY IN JUNIOR HIGH SCHOOLS*

City	State	Grade VII	Grade VIII	Grade IX
Grand Rapids	Mich.	B—Local civics. 30 min. a wk. A—U.S. Hist. to 1783	B—Entire field of U.S. Hist. A—U.S. Hist. since 1789, and Civics based upon <i>American Government</i> by Haskins.	B and A—Anc. Hist. to about 800 A.D.
Jackson.	Mich.	B—No Hist. A—U.S. Hist. 3 pds. a wk.	B and A—U.S. Hist. 3 pds. a wk.	B and A—Civics. 2 pds. a wk.
State Dept.	Mich.	U.S. Hist. 2 pds. a wk. (Req.)	U.S. Hist. and Civics. 5 pds. a wk. (Req.)	Anc. Hist. 5 pds. a wk. (Elec.)
Muskegon.	Mich.	U.S. Hist. (Traditional course)	B—Finish U.S. Hist. A—Civics	Anc. Hist. (Elec.)
Kalamazoo.	Mich.	B—No Hist. A—U.S. Hist. 4 pds. a wk. (Req.)	U.S. Hist. 4 pds. a wk. (Req.)	Anc. Hist. (Elec.)
Austin.	Minn.	A—U.S. Hist. 3 pds. a wk. (Req.)	U.S. Hist. and Civics. 5 pds. a wk. (Req.)	Anc. Hist. (Elec.)
Columbus.	Ohio	European Background of U.S. Hist. Emphasis on England. 3 pds. a wk.	U.S. Hist. 4 or 5 pds. a wk.	American Citizenship. 2 or 3 pds. a wk.
Blue Island.	Ill.	U.S. Hist. (Req.)	Community Civics. (Req.)	Anc. Hist. (Elec.)
East Chicago.	Ind.	U.S. Hist. 5 60-min. pds. a wk. ($\frac{1}{2}$ devoted to rec., $\frac{1}{2}$ to study)	Indust. Hist. and Civics. 5 pds. a wk. (in indust. course only)	No Hist. in any course this year

* For the sake of uniformity, the first half of the work in a grade is designated B and the last half A. Some school systems use the reverse order for such designations. Whenever the data at hand were specific enough, these divisions have been made. The time devoted to the subject has also been given in all cases where it was possible to secure it. The same has been done where it was known whether the subject is required or elective. Some cities to which inquiries were not sent are included in the tabulation. Since the desired information in such cases was already at hand, there was no cause for further inquiry.

Rochester.	Minn.	U.S. Hist. 5 pds. a wk. (Req.)	No Hist. in any course this year	Community Civics. $\frac{1}{2}$ yr., 5 pds. a wk. (Req.) Indust. Hist. (Elec.)
Muskogee.	Okla.	A—U.S. Hist. 5 45-min. pds. a wk.	B—No Hist. offered A—Civics. 5 45-min. pds. a wk.	Anc. Hist. or Indust. Hist. 5 45-min. pds. a wk. (Elec.)
Faribault.	Minn.	U.S. Hist. and Civics. A three-and-two subject. Much emphasis on Indust. Hist. Texts: Foreman, Dunn, and Moore		Full year's course in citizenship. Text: Guiteau
Murray City.	Utah.	U.S. Hist. 1 yr., taken in either of these grades, 3 45-min. pds. a wk.		European Hist. to about 1700, 5 45-min. pds. a wk.
Salem.	Ore.	U.S. Hist. and Civics. 2 pds. a wk.	U.S. Hist. and Civics. 3 pds. a wk.	Anc. Hist. 5 pds. a wk.
Goldfield.	Ia.	Elementary European Hist. 5 60-min. pds. a wk. (Req.)	U.S. Hist. 5 60-min. pds. a wk. (Req.) Also Civics. 5 60-min. pds. a wk. (Req.)	Anc. Hist. 5 60-min. pds. a wk. (Elec.)
Houston. (No 8th grade in this school)	Tex.	B—Hist. of Tex. A—U.S. Hist. to 1789. 4 pds. a wk. (Both req.)	(8th yr.) B—Finish U.S. Hist. A—Greek Hist. 4 pds. a wk. (Both req.)	(9th yr.) B—Roman Hist. A—M. and M. Hist. 4 pds. a wk. (Both elec.)
Lincoln.	Neb.	B—No Hist. A—European Hist. 5 30-min. pds. a wk.	B—U.S. Hist. to 1829 A—Finish U.S. Hist.; also Civics. 5 30-min. pds. a wk.	B—Community and Vocational Civics A—European Hist. to about 800 A.D.
Seymour.	Ind.	U.S. Hist. to 1776. (Req.)	Finish U.S. Hist. (Req.)	Anc. Hist. to about 800 A.D. (Req.)
Los Angeles.	Cal.	B—No Hist. A—U.S. Hist. 5 pds. a wk. (Req.)	B—U.S. Hist. A—U.S. Hist. and Civics. 5 pds. a wk. (Req.)	B—Greek Hist. A—Roman Hist. 5 pds. a wk. (Elec.)

TABULAR VIEW OF HISTORY STUDY IN JUNIOR HIGH SCHOOLS—Continued

City	State	Grade VII	Grade VIII	Grade IX
Salt Lake City	Utah	Reading course in English Hist. Stories	Thorough course in U.S. Hist. given during these two years	
Solvay	N.Y.	U.S. Hist. as outlined by Committee of Eight for these grades. Much emphasis on current events		Current Hist. on basis of problems
Berkeley	Cal.	B—Europe from 4th cent. to about 1453 A—Europe from 1453 to 1763, and the colonization of the New World. 5 pds. a wk. (Req.)	B—U.S. Hist. from 1763 to about 1870 A—Recent U.S. Hist. and Civics. 5 pds. a wk. (Req.)	B—Pacific Coast Hist. Discovery and Exploration A—California. Her Govt. and Other Problems. 5 pds. a wk. (Elec.)
Springfield	Mass.	U.S. Hist. to 1783	Finish U.S. Hist.	English Hist. as related to Hist. of U.S.
Muncie	Ind.		B—U.S. Hist. from 1789 to 1850 A—U.S. Hist. from 1850 to present	B—Greek Hist. A—Roman Hist.
Evansville	Ind.	Junior H.S. does not include this grade	B—U.S. Hist. from 1829 to 1865 A—U.S. Hist. from 1865 to the present. Community Civics in both B and A	B—Indust. Hist. of American People A—Civics
Crawfordsville	Ind.	B—Civics and Health A—U.S. Hist. to about 1776	Finish U.S. Hist. Current Events	Junior H.S. does not include this grade in this city and those following
Richmond	Ind.	B—European Background of U.S. Hist. A—U.S. Hist. to 1789	B—Finish U.S. Hist. A—Civics	

Lansdowne.....	Pa.....	U.S. Hist. from 1763 to 1845	Finish U.S. Hist. Civics also	
Crookston.....	Minn.....	<i>Academic</i> —U.S. Hist. Text: Benton and Bourne <i>Commercial</i> —European Beginnings of Amer. Hist. <i>Industrial</i> —English History	<i>Academic</i> —U.S. Hist. Text: Mace <i>Commercial and Industrial</i> —U.S. Hist. Text: Perry and Price. Also Community Civics	
Santa Monica.....	Cal.....	U.S. Hist. Six wks. on Local Hist.	B—Finish U.S. Hist. A—Civics	
Oakland.....	Cal.....	U.S. Hist.	Civics and Hygiene	
New Britain.....	Conn.....	U.S. Hist. to 1789	Finish U.S. Hist.	
Decatur..... (Grade 7 B not in Jun. H.S.)	Ill.....	A—U.S. Hist. from about 1750 to 1789. Civics also	B—U.S. Hist. from about 1789 to 1865 A—Finish U.S. Hist. Civics in both B and A	
Burlington.....	Vt.....	Follow report of Committee of Eight.	Civics in both grades also	
Alameda.....	Cal.....	B—U.S. Hist. from 1754 to 1783 A—U.S. Hist. from 1783 to 1829 Civics in both B and A	B—U.S. Hist. from 1829 to 1865 A—Finish U.S. Hist. 1st 10 wks. Last 10 wks. on review of expan. and devel. of U.S. Civics in both B and A	
Roanoke.....	Va.....	(Grade VI) U.S. Hist.	(Grade VII) B—Finish U.S. Hist. A—Civics	(Grade VIII) Anc. Hist.
Charlotte.....	N.C.....	(Grade VI) U.S. Hist.	(Grade VII) Hist. of N.C.	(Grade VIII) Advanced U.S. Hist.
Clarksville.....	Tenn.....	(Grade VI) U.S. Hist.	(Grade VII) B—Finish U.S. Hist. A—Hist. of Tenn.	

combinations are noted: VIII and IX; VII and VIII; VII-A and VIII; VII, VIII, and IX; VI, VII, and VIII; VI and VII. The general tendency is clearly toward including Grades VII, VIII, and IX in this new type of school. While the term "junior high school" does not now carry with it a meaning as exact as does the general term "high school," yet there are wholesome signs of a coming uniformity in the use of the former term similar to that now implied in the latter.

The voluntary comments in some of the answers to the inquiry brought out facts that the tabulation does not show. Chief among these is the dissatisfaction with the course of study in its present form. A few quotations will show what some superintendents are thinking. One says: "I do not feel that we have worked out the matter of history in our junior high school to our complete satisfaction." Another writes: "With respect to history in the junior high school I must say that we do not yet have the problem satisfactorily solved. At present we are following the identical plan as before the organization of the junior school." No doubt, the following somewhat extended quotation fairly represents the situation now facing many superintendents who are in the midst of organizing junior high schools:

We have not changed our history course and I am not just sure yet what will be done. In all probability, however, we shall offer United States history in the seventh and eighth years, that is, in the first and second years of the junior high schools. At present we are teaching ancient history in the ninth grade. I rather believe that some change will be made. I am not sure yet just what it will be. I would prefer to have the history work done in the senior high school. It is very likely, however, that we shall have to use the textbooks that are now published, in which case it will be impossible for us to make very great changes in the history course. I am not sure but that it may prove the best thing to devote the three years of the junior high schools to a strong course in United States history and civil government, stressing industrial growth and development. It seems to me that the most serious problems in connection with the junior high schools now being organized arise from the reorganization of the course of study. I cannot but feel that the elementary schools, that is, the first six grades, should equip the child with all of the mechanics of school training, and that there should be a larger opportunity for specialization along vocational and cultural lines in the junior high school.

In order to show where some people, who have passed beyond the stage represented in the foregoing quotations, have already

arrived or are about to arrive, a few actual or proposed programs of history for junior high schools are submitted. The following is a brief synopsis of the Berkeley, California, course. Since this city was one of the pioneers in forming schools of the type under consideration, the history program furnishes an example of some mature thinking which has had time to express itself in realities.

GRADE VII: THE EUROPEAN BASIS OF AMERICAN HISTORY

Low Seventh. Europe from the fourth century to about 1453.

1. Striking facts in the development of the nations that were active in the colonization of America later, as well as the elements of the revival of learning in Italy as a preparation for the geographical discoveries and Italy's contribution thereto.
2. Cross-sections of the life of the people, especially about the tenth and eleventh centuries, and again after the innovations brought about by the commercial development following the Crusades. (A basis for the cutting-off of trade routes and the eager search for new routes.)
3. Religious and political conditions about 1453.

High Seventh. Europe from 1453 to 1763, and the colonization of the New World. (Emphasis on England and the English colonies.)

1. Rise and decline of the great Spanish empire.
2. Break between England and the Pope, and England and Spain.
3. English sea-rovers, and the development of English supremacy on the sea.
4. Religious and political condition under the Stuart monarchs that brought on great emigrations, colonization of the New World, and in a way the transfer of the Elizabethan spirit to America.
5. The English colonies in America.

GRADE VIII: AMERICAN HISTORY AND CITIZENSHIP

Low Eighth. The United States, 1763 to about 1870.

1. Causes of secession from England, i.e., principles for which Colonial leaders stood. (Attention to the fact that Colonists were not unanimously in favor of and Englishmen not unanimously against these, i.e., Tories vs. Whigs.)
2. The Revolution as a necessary war and therefore to be fought out at all costs.
3. The inauguration of the new government. Emphasis on the value of the services rendered by Washington, Franklin, Hamilton, and Jefferson.
4. Westward expansion. (Much attention to geography and value of acquisitions in natural resources.)

5. Unfortunate division of the people along industrial, commercial, and finally political lines on a geographical basis.
6. The War of the Rebellion, a result of honest differences of opinion. Blunders of southern statesmen in bringing on the war.
7. Problems of Reconstruction. Blunders of northern statesmen.

High Eighth. Recent United States history and civics.

1. Industrial development.
2. Economic nature of our problems: need of a new party alignment.
3. Development of a clean civic spirit—a social hygiene to keep in healthy condition the “body politic”: the spirit rather than the form of the machinery of our government.

GRADE IX: HISTORY AND PROBLEMS OF THE PACIFIC COAST

Low Ninth. History of the Pacific Coast. Discovery and exploration.

1. Review conditions in Europe. (See seventh-grade work.) Follow the line of Spanish colonization (much as was done with the English colonization in the eighth year), proceeding from the known world in 1490 to show by means of a series of maps the revealing of South America, what is now Central America, and the Pacific Coast of North America.
2. Spanish occupation, especially of California. The mission system.
3. The exploration and settlement of the Pacific Northwest, with emphasis on the American pioneer.
4. Summary of the history of Spain in the New World, the secession of the Spanish colonies, and the attitude of the United States (the Monroe Doctrine).
5. Meeting of the Spanish and Anglo-Saxon civilizations. The Mexican War. California a state in the American Union.

High Ninth. California: her government and other problems.

1. California as a state: her recent history and her government. (State constitution and California *Blue Book*.)
2. Local government: the county and city. (Detailed study of the city charter.)
3. The function of municipal government: streets, public works, municipal ownership, etc.
4. Our relations with Latin America. The Panama Canal. Commercial regulations with these countries.
5. Our relations with the Orient. Problems of trade and immigration. Our policy toward China. (The Hay Doctrine.)

Two tentative courses in history came in reply to the writer's request for information along this line. Since these represent healthy efforts at revision and reorganization, it seems worth while to quote a few extracts from each of them. The following is a

general outline of the work in history which should be offered in grades VII, VIII, and IX, according to a preliminary report on the course of study in history for the Columbus, Ohio, high schools.

GRADE VII: European background of American history, being largely English history, with a review of the geography of Europe. Interest course, reciting three times a week.

GRADE VIII: United States history, emphasizing biographical features, the Colonial period, etc. Review geography of America. Training citizens is more important than teaching facts. Examination course, reciting four or five times a week.

GRADE IX: American citizenship, being a study of the relations of citizens, young and old, to government, with the aim uppermost of producing intelligent and good citizens. Interest course, reciting two or three times a week.

A subcommittee on courses of study in history for the junior and senior high and prevocational schools of Lincoln, Nebraska, recently reported for the junior high school the following course in history: in the second semester of Grade VII, a course in European history is proposed. It begins with a brief survey of Egyptian and Indian civilization, then traces the historical development westward through Greece and Rome, and finally through the Middle Ages, culminating in the rise of the modern European nations and the events leading to the discovery of America, placing special emphasis in the last part of the course on English history and the movements that were carried over from the Old World to the New.

For grade VIII a course in American history and civics is recommended. The first semester of this course deals with the history of America from its discovery to about 1829. It calls for special emphasis on the period of discovery and colonization and slight emphasis on the early federal administrations, the belief being that their issues can be but poorly understood by young students. The second semester of this grade finishes the work in American history, supplementing it with a study of contemporaneous European history, placing strong emphasis on current events and movements that furnish the living issues of the day. Community civics is also recommended for the last eight weeks of this year, emphasis to be placed upon local civic spirit and problems.

A course in community and vocational civics is proposed for the first semester of Grade IX. It includes a study of city government departments and the work of each, parks, streets, protection and care of public health, water supply, amusements and the like, schools, state government, outline of national government, and general governmental terms. In the second semester a course in European history to about 800 A.D. is recommended. This course is also to be opened to students in the first semester of this grade who do not elect to continue the work in civics.

On the whole, these three programs of work in history represent a determined effort on the part of administrators and teachers to save the subject from the ban it is now under in many places, and to make it what it should be—a living, helpful, and vital reality in the life that schoolboys and girls are now living. As might be expected the Berkeley, California, course shows evidence of more mature thinking than either of the other two. It might be said for these, however, that their efforts are certainly in the right direction, and that with a few years of actual operation their courses will take on the same maturity that one finds in the Berkeley course.

The writer wishes now on the basis of all the foregoing, on the basis of the suggestions in replies to his inquiry not brought out heretofore, and on the basis of his own convictions, resulting from a series of years spent in studying, teaching, and supervising history work in both the grades and the high school, to offer some general principles and suggestions which he believes to be of great importance in this age of the reorganization of history instruction in what we have decided to call the junior high school. Suggestions from any quarter will no doubt receive a hearty welcome from those who are now facing this difficult problem. That it is really a problem with some people is evidenced by the quotations on another page. In fact, the call for help in this matter was strongly borne in upon the writer as he read and reread the answers to his inquiry.

Before any of us can proceed very far in the solution of this important question, some general principles will have to be agreed upon. To the writer's thinking, the following points are of much

importance in this connection. First, it must be recognized that the junior high-school history course is to follow a course that all have had thorough training in, and precede a course which all may or may not take. Secondly, the fact must be recognized that not all the pupils will finish the three years of the junior high school. For this reason, the history course must be planned so that it will be proportionately as vital and of as much value to the student who takes one or two years as to the one who takes it all. Another way of saying this same thing is to insist that the course must not be planned wholly with the idea in mind that all will take it in its entirety. In the third place, the course will be planned for the sake of the pupils taking it, rather than for the sake of the subject, history. While it will be desirable and somewhat necessary to hold to chronology and some other important historical elements, yet these should not dominate the course. Fourthly, that there is a certain amount of history which all pupils must know before they can do any subsequent work in this subject with the best results. And, finally, the history courses in these grades must be made to function in the form of a key to a right understanding of present-day conditions. This means that history must have a practical purpose and be to some extent socialized. It also means that developments which have been influential in producing present-day conditions will receive much emphasis. These facts will be determined not so much from the text as by an analysis of the conditions in the country at large and in any particular community, which require a historical background for a proper understanding.

Now, on the basis of the foregoing five fundamental principles, the writer wishes to propose in a somewhat general fashion a course of study for a junior high school made up of grades VII, VIII, and IX. A course in European history much like the one outlined by the Committee of Eight for Grade VI seems the best one with which to begin in this new school. To follow this, there seems to be nothing better than a two-year course in United States history, community civics, and local history. The ancient history that is now taught during the last year of some junior high schools had better be omitted entirely. It is there more because it chanced

to fall in the work of this year before the grade was placed in this new type of school, than because of any fundamental principle of organization.

Before the principles mentioned above can be seen to apply to the course herein presented, some elaboration seems necessary. The course in general European history in Grade VII is necessary to systematize the work done in history during the preceding six years; it also gives a desirable background for the work in history in the senior high school. Thus it conforms to our first principle mentioned above. In order to make this course of real value even to those who drop out of school at the end of this year, some extensions will have to be made to the proposals of the Committee of Eight. Chief among these is the one that will demand near the close of the year an "over-view" of the entire history of the United States. This means that instead of stopping at about 1607 the teacher will push on into the history of the United States proper, and send the children out of this grade with the ability to tell a brief story of our country's history in its entirety. This story will be of much value to the student as a perspective, whether he continues his work into the next grade or closes his formal school career at this point. The continuation of the story in chronological form down to the present time, and the insistence that all know it, satisfy principles two and three, mentioned above. The fourth and last one can be applied by the proper selection of facts and topics to be studied. There seems to be no objection to including in this year the study of some civic topics. Conditions the history of which can be traced back into ancient times will be given precedence for reasons too evident to mention.

The three lines of work recommended for grades VIII and IX will parallel each other throughout these years. To spend a year or even a half-year on local history in either of these grades seems a waste of much valuable time. And since history is to serve as a key to a right understanding of present-day civic problems, it becomes quite necessary to have the study of civics extend over the entire two or even three years, rather than concentrate upon it in any one year or half-year. In fact, this arrangement of these subjects is quite necessary, if they are to serve equally well those

who drop the course at any point and those who complete it. To devote a specific half-year to civics, and to offer this subject nowhere else in the course means that pupils who are forced to leave before this term is reached must go out into life without this valuable training for citizenship.

The United States history for these two grades will begin at about 1607. The general perspective gained in the last half of the previous grade will first be reviewed. In fact, this story will need to be told over and over during the remaining two years. It will not be necessary to spend much time on the period from 1607 to 1763. After a brief survey of the colonizing activities during the period, and an account of the final struggle for supremacy between France and England, a rather elaborate study will be made of Colonial life and institutions in about 1763. A great deal of time can profitably be spent on this cross-section view. Comparisons can be made with present-day conditions, and the work on the whole made very practical and interesting. The period between 1763 and 1789 will be treated much like the preceding one. The political thread running through the period will be considerably elaborated on, as compared with what has been included in the "over-view" already made. The major part of the time spent on this period will be devoted to a study of the social, economic, and political conditions of the country just prior to 1787, culminating in a study of the formation and ratification of the constitution.

Either of two methods of procedure may be followed after the year 1789. On making sure that the pupils understand the main current of the history from this date to, say, 1829, certain phases running through the period may be studied in some detail. For example, the social progress and development, including a study of intellectual life, religious activities, social and moral betterment, home life of the people, and conditions of labor, might be emphasized. Industrial and commercial development, and the political struggles, might also be treated similarly. This same method of procedure could be applied equally well to the periods from 1829 to 1865, and from 1865 to the present time.

Such a method of procedure as proposed in the preceding paragraph would not serve equally well for all classes of students.

For those who expect to complete the junior high-school course, the method might be profitably followed, but for those who may not be able to do this, there is probably a better method. For these, and for those who are in the industrial and commercial courses, a better plan would be first to go over the main features of each of the foregoing periods, and then to trace the history of a few important topics from their origin to their present condition. For example, the history of agriculture, manufacturing, labor systems, and the like, could be traced from simple beginnings in Colonial times to present-day complexities. Such a method would give the teacher all the freedom necessary to adapt the course to local conditions as well as to the interests and capacities of the children. In working up these topics the counter-chronological method of approach could no doubt be used as effectively as the chronological, and, since the pupils have had a course in European history, there is no reason why the counter-chronological story should end on this side of the Atlantic.

Besides the foregoing three rather comprehensive topics, many others should be treated historically. Professor Bobbitt in his *What the Schools Teach and Might Teach* proposes the following suggestive list: sociological aspects of war, territorial expansion, race problems, tariff and free trade, transportation, money systems, our insular possessions, growth in population, trusts, banks and banking, immigration, capital and labor, education, inventions, suffrage, centralization of government, strikes and lockouts, panics and business depressions, commerce, taxation, labor unions, foreign commerce, postal service, the army, government control of corporations, municipal government, the navy, factory labor, wages, courts of law, charities, crime, fire protection, roads and road transportation, newspapers and magazines, natural defense, conservation of national resources, the liquor problem, parks and playgrounds, housing conditions, mining, health and sanitation, pensions, unemployment, child labor, women in industry, the cost of living, pure food control, saving banks, water supply of cities, prisons, recreations and amusements, co-operative buying and selling, insurance and hospitals.

In studying such topics as the foregoing one can correlate local history, community civics, and history in a very desirable manner. The local community will in a large measure determine the selection of the topics to be studied. After working out the local history of any particular industry, its history in the country as a whole may be considered. Such a method of procedure is quite possible as well as desirable with pupils who have had a thorough drill in the general story of our country's history. With this general perspective as a background it is quite possible to make the history of any one development intelligible; without this perspective, such a method would be impractical.

A course of study in history and civics intended for a junior high school composed of grades VII, VIII, and IX, formulated according to the general principles of organization, and selection of materials herein presented, and taught in conformance with the methods of procedure proposed, will, to the writer's thinking, restore these subjects to a place of importance, in this new type of school, commensurate with their value in training citizens to participate in a government in which both men and women are coming to have such an important part.